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44th Annual AME Conference 2018 Barcelona

November 8-10, 2018

A technical problem, a just solution: School quality measurement as a tool for social justice and equity

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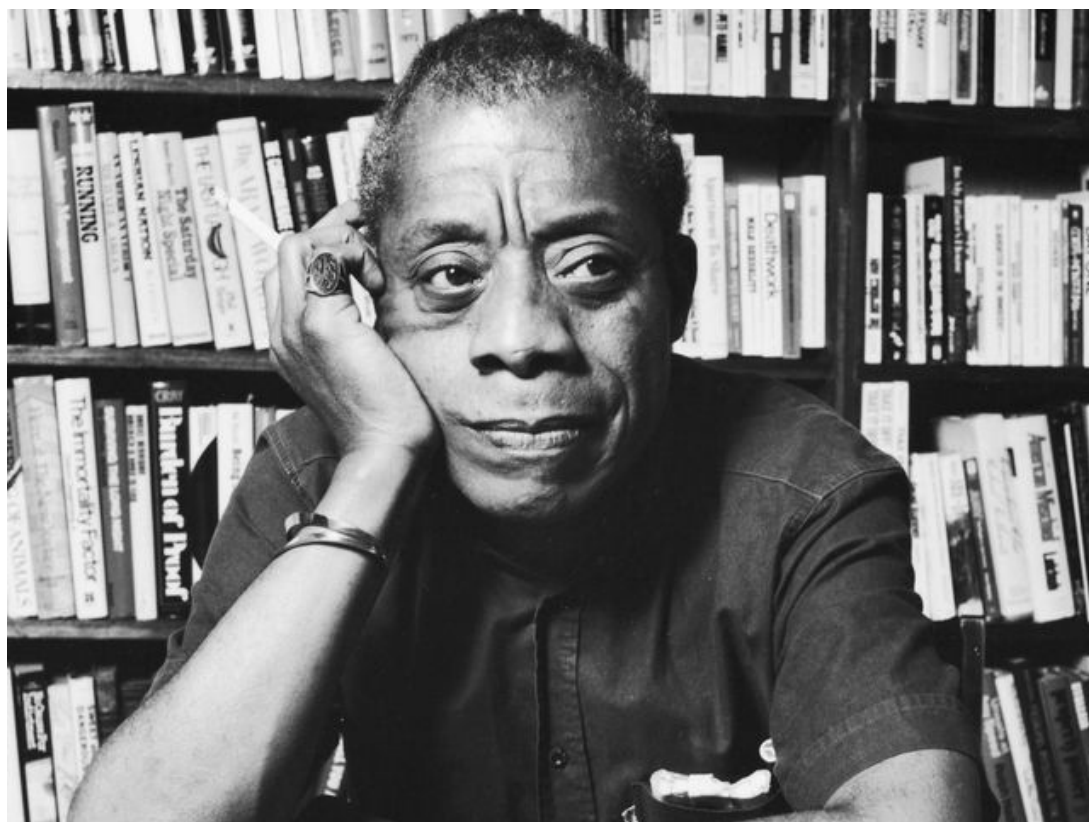




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“I don’t know what most white people in this country feel. I can only conclude what they feel by the state of their institutions.”

- James Baldwin, 1968



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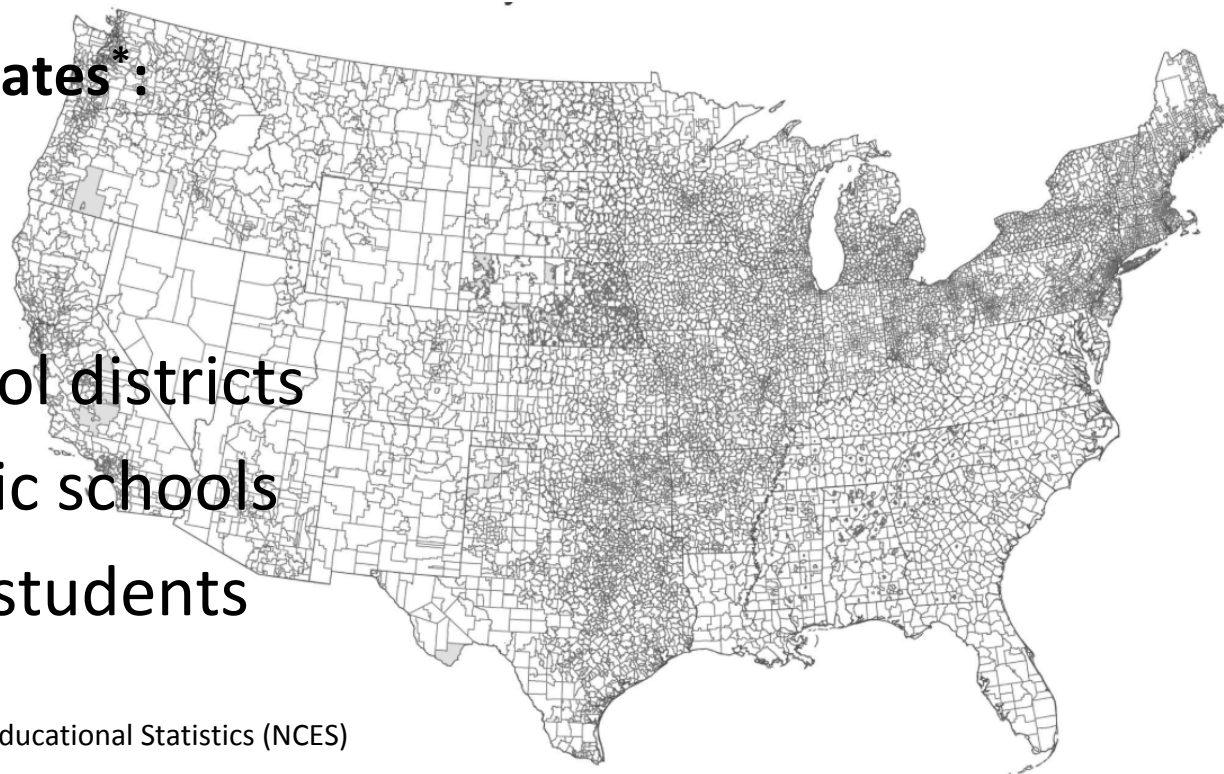
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In the United States* :

- 50 states
- 13,584 school districts
- 98,277 public schools
- 50,112,000 students



* Fall 2015, National Center for Educational Statistics (NCES)

Map: <http://www.dartmouth.edu/~wfischel/images/HS&Unified%20districts.jpg>



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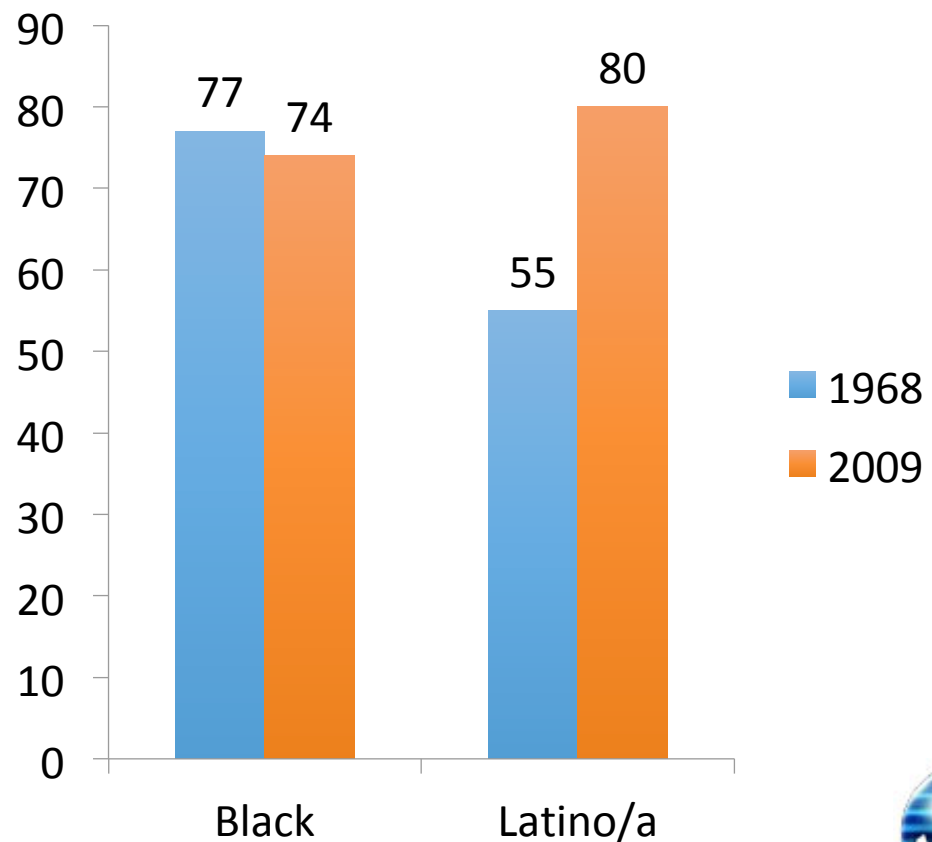
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Negative Impact of Segregation

- Lower student achievement (Mickelson, 2007)
- Lower graduation rates (Orfield, Frankenberg, & Garces, 2008)
- Higher crime and incarceration rates (Billings, Deming, & Rockoff, 2013)
- Negative racial attitudes among White students (Kurlaender & Yun, 2005, 2007)

Percentage of Black & Latino/a students attending schools with 50% or more students of color, 1968 and 2009 (Dorsey 2013)



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Meet Marcie

- 4 years old, White
- Eligible for public school
- Urban, racially and economically diverse district
- Lives in predominantly white neighborhood



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School Choice and School Assignment as a “Lottery”



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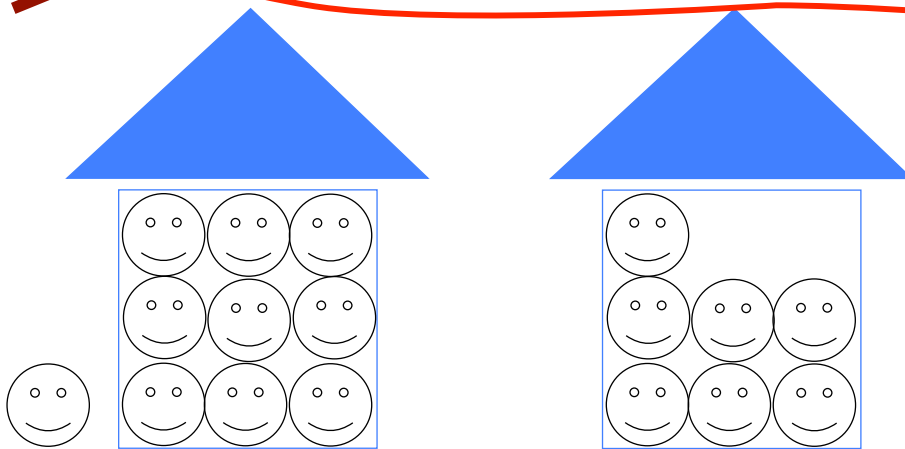
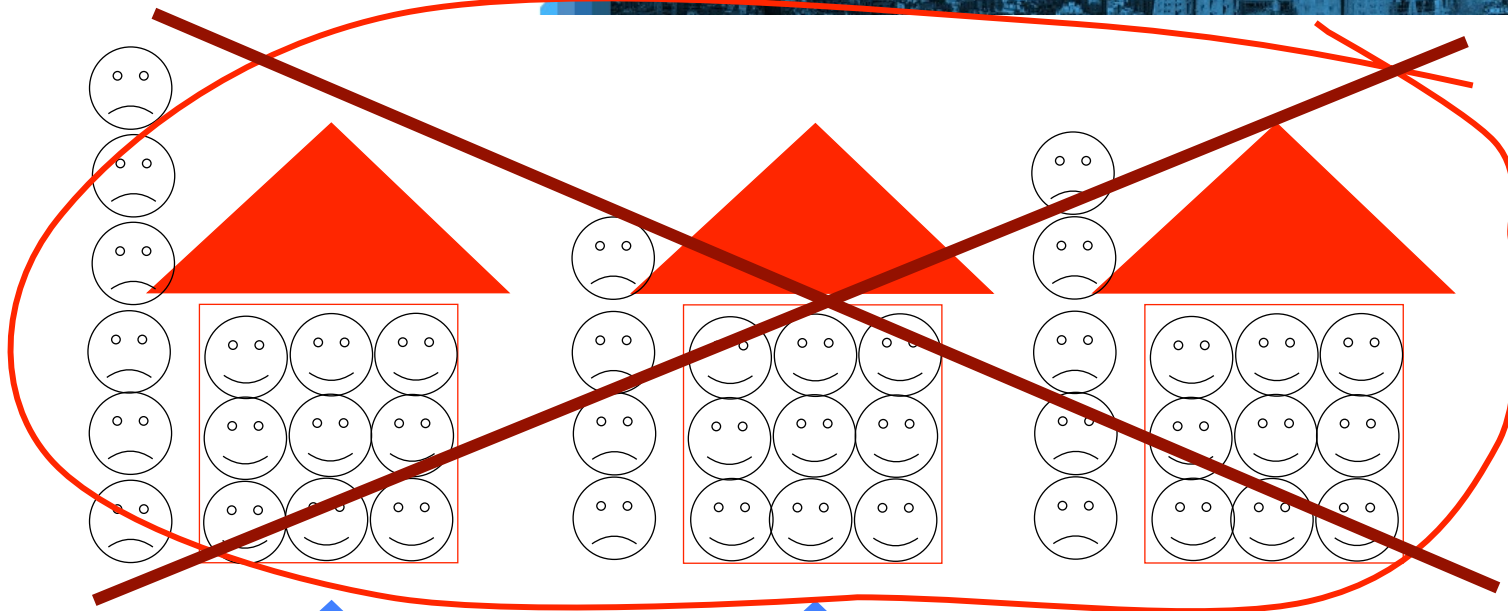


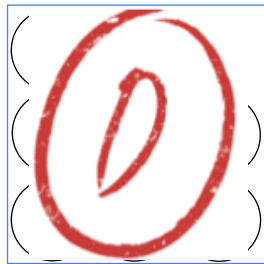
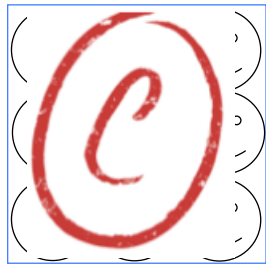
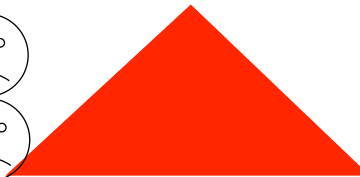
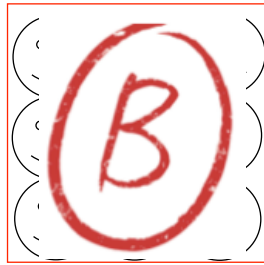
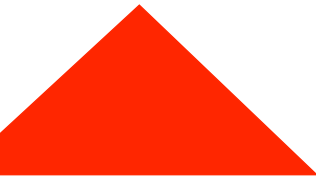


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Shortcomings of School Quality Measurement

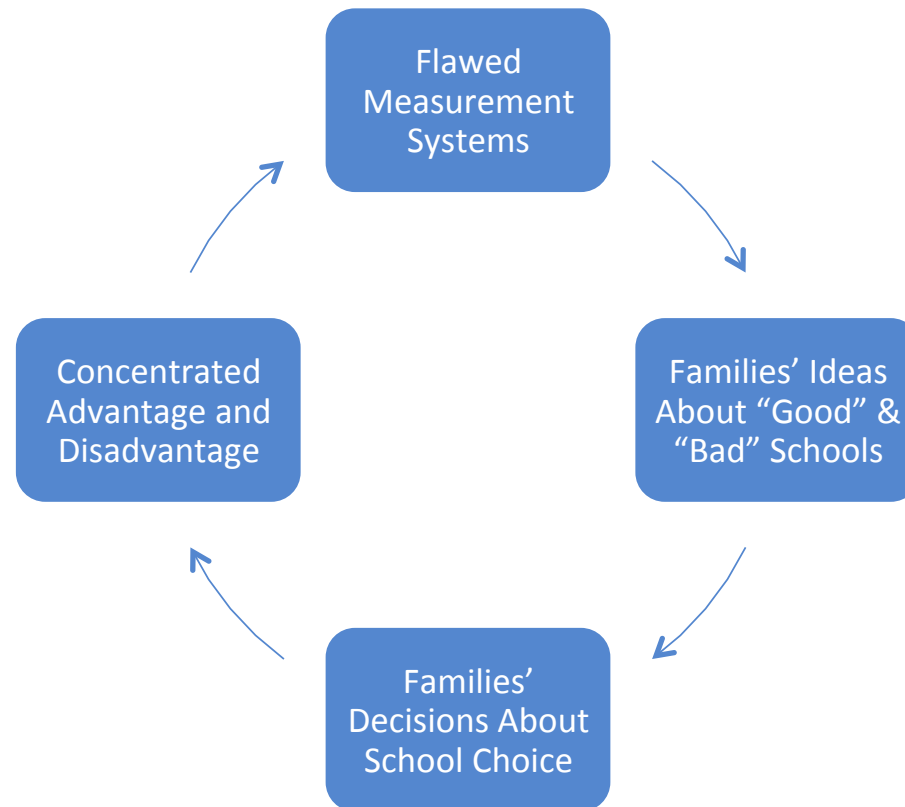
- They fail to measure what matters most (Rothstein & Jacobsen, 2006; Schneider, 2017)
- They measure too much of what they shouldn't (Koretz, 2017; Sirin, 2005)



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A Vicious Cycle





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A New Measurement System

Massachusetts Consortium for Innovative
Education Assessment (MCIEA)

- Founded in 2016
- Seven districts, collectively serving 1 in 10 students in Massachusetts
- Joint governance
- A proof of concept for a more fair and effective accountability system



Two strands: student learning and school quality



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“What makes a good school?”

- During 2016-2017 school year, 31 focus groups, 261 participants (teachers, students, family members, school leaders, and district administrators)
- Beginning with a draft framework developed through pilot focus groups and a review of empirical research:
 - What is essential to keep?
 - What is missing?
 - What does not make sense?

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SCHOOL QUALITY MEASURES FRAMEWORK

1 Teachers and Leadership

1A Teachers and the Teaching Environment

1A-i Professional qualifications

1A-ii Effective practices

1A-iii Professional community

1B Leadership

1B-i Effective leadership

1B-ii Support for teaching development & growth

2 School Culture

2A Safety

2A-i Student physical safety

2A-ii Student emotional safety

2B Relationships

2B-i Student sense of belonging

2B-ii Student-teacher relationships

2C Academic Orientation

2C-i Valuing of learning

2C-ii Academic challenge

3 Resources

3A Facilities and Personnel

3A-i Physical space and materials

3A-ii Content specialists and support staff

3B Learning Resources

3B-i Curricular strength and variety

3B-ii Cultural responsiveness

3B-iii Co-curricular activities

3C Community Support

3C-i Family-school relationships

3C-ii Community involvement, external partners

4 Academic Learning

4A Performance

4A-i Performance growth

4A-ii Performance assessment proficiency rates

4B Student Commitment to Learning

4B-i Engagement in school

4B-ii Degree completion

4C Critical Thinking

4C-i Problem solving emphasis

4C-ii Problem solving skills

4D College and Career Readiness

4D-i College-going and persistence

4D-ii Career preparation and placement

5 Citizenship and Wellbeing

5A Civic Engagement

5A-i Appreciation for diversity

5A-ii Civic participation

5B Work Ethic

5B-i Perseverance and determination

5B-ii Growth mindset

5C Creative and Performing Arts

5C-i Participation in creative and performing arts

5C-ii Valuing creative and performing arts

5D Health

5D-i Social and emotional health

5D-ii Physical health

- ❖ Final framework includes 34 unique measures, including administrative data, student surveys, teacher surveys, and performance assessment
- ❖ Several important affirmations and revisions emerging from focus groups (Famularo et al., 2018), including
 - ❖ Affirmation for “student-teacher relationships”
 - ❖ Addition of “professional community”
 - ❖ Addition of “cultural responsiveness”
 - ❖ Addition of academic stress scale to “social and emotional health”



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Data Collection

- Student surveys
 - 66 questions total, grades 4-12
 - 44 questions presented
 - translated into 9 languages
- Teacher surveys
 - 70 questions, all teachers
- Year One (2016-2017)
 - 25,963 student surveys
 - 5,552 teacher surveys
- Year Two (2017-2018)
 - 25,299 student surveys
 - 6,233 teacher surveys



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English

How valued do you think all students' home cultures and languages are in the school curriculum?

Not at all valued

Slightly valued

Somewhat valued

Quite valued

Tremendously valued

How valued do you think your home culture and language are in the school curriculum?

Not at all valued



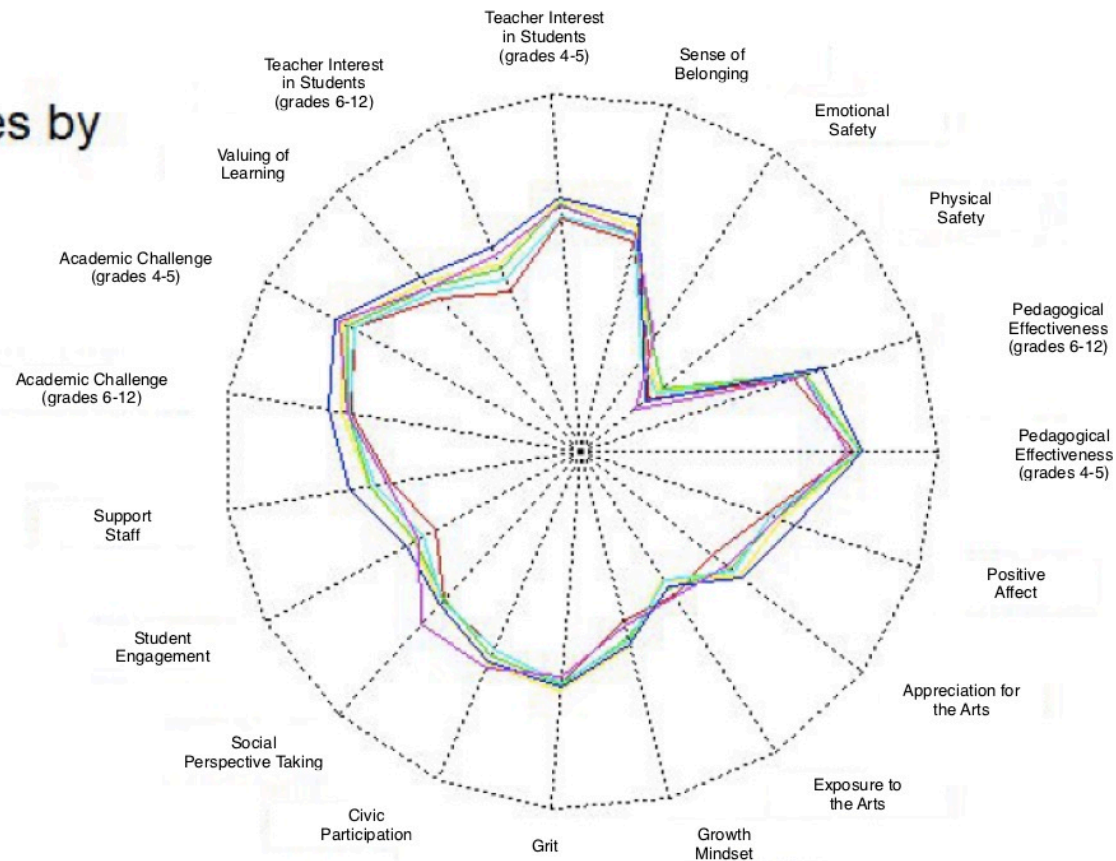
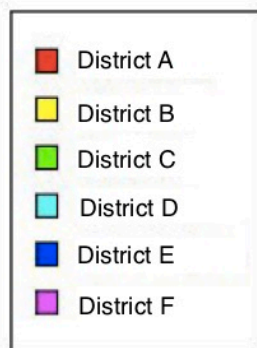


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Student Scales by District



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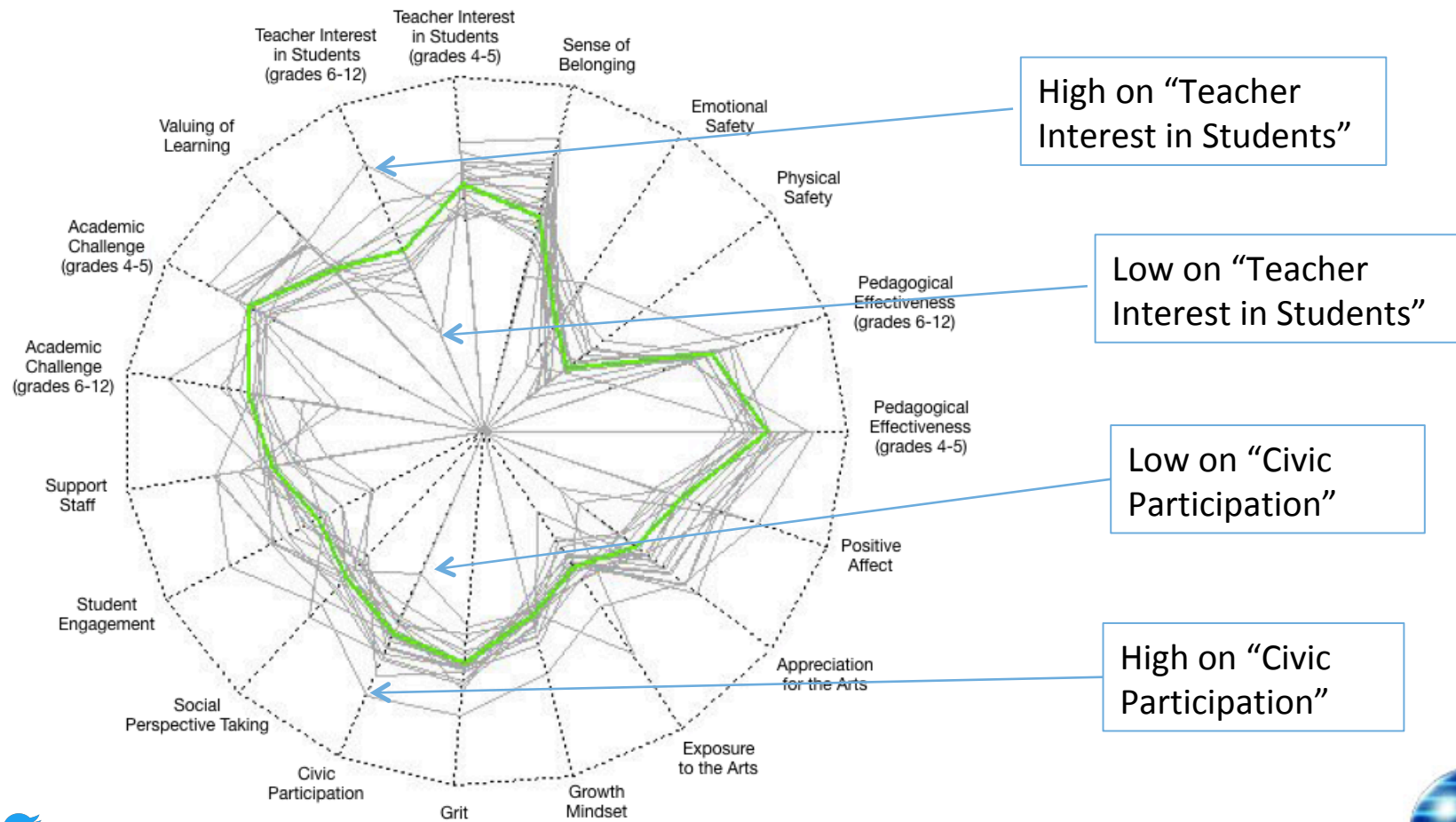




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High on "Teacher Interest in Students"

Low on "Teacher Interest in Students"

Low on "Civic Participation"

High on "Civic Participation"

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The Promise of Better Information

- Challenge to dominant narratives about “good” and “bad”
- Goodness of fit
- Family and community engagement



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Source: Discover Roxbury



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Thank You

- MCIEA Governing Board and communities
- Center for Collaborative Education
- University of Massachusetts Lowell

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